**TOT: Week I - Room 1 - Group 1**

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| **Feedback from George Mason University Academic Team**  **about Action Plan and Workshop Training Plan** | | |
| **Praise** | **Question** | **Polish & Next Steps** |
| Really nice, comprehensive action plan.  The objectives are clearly stated in the action plan. They cover the module material well.  It’s great the way you have planned to incorporate reflection throughout.  Great workshop plan! Your use of the nine steps of instruction is effective. Continue to use the same process for designing all other workshops. | Do you plan to distribute the readings and have them read before coming to the workshop?  Does this selected content and the accompanying modules address needs as you know them in your region?  Will you engage in the Plan - Teach - Reflect - Adjust process yourself as a workshop facilitator? | When you use TETE videos (or other videos), you might consider giving teachers guided questions and/or graphic organizers to listen actively and take notes.  Find a way to collect evidence from the teachers in your region so that you will be able to see their growth of understanding as you move through the workshops (e.g., Exit Tickets, reflections, notes from videos, group charts).  It might also be good to plan to connect with your fellow CTs and RPMs across regions to see what they are encountering. |

**Action Plan Template**

**Program Title: Teaching English Through English (TETE)**

*Teaching English through English (TETE)* is an exciting ten-module professional development (PD) course designed to enhance the English used by teachers in English language classrooms. This course will focus on interactive and communicative approaches and help you learn how to build a classroom

environment that encourages real communication in English. You will explore effective approaches for teaching English while enhancing your ability to use English to manage language learning activities in the classroom. By participating in this course, you will have the opportunity to share ideas with peers in a community of practice (CoP), apply course content to your teaching context, and practice using English for a variety of instructional purposes.

Schedule of sessions: Every Friday for 12 weeks

Number of sessions: 12 sessions, TETE course-10 weeks, 6 Principles- 2 weeks.

Hours per session: 4 hours per session

Location of sessions: school 29, Samarkand city.

**Action Plan Template TETE** Week 1

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| Module 0 - Orientation and Module 1 - Building Routines in English | -introduce the aims and outcomes for these course  - get to know your colleagues in community of practice  - describe what it means to be a reflective English language teacher  - describe the purpose of using classroom routines in English classes  -demonstrate some of the new classroom and effective instructional routines | -watch welcome TETE video  - “Me and my story” warm up activity for get to know your colleagues  - PPP about improving your communicative your teaching practice through reflection  - sing a song “Hello” to introduce classroom routines in practice  - watch video “Start-up language routines”, “Do Now and Wrap up“, “Daily Mingle”  - Using an article about ESL classroom routines to collect information through Jigsaw reading activity | -Write a short reflection paragraph about reflection  -Make a poster and make the presentations based on information learned on Modules 0  -1 |

**Action Plan Template WEEK 2**

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| Module 2 – Giving clear instructions | -Learn good teacher talk characteristics  -Apply some modeling strategies  -Learn how to write and practice speaking effective teacher talk for their lessons  -Demonstrate a simple teacher talk using an activity | -Watch videos “ Giving clear instructions for forming groups”, “Teacher talk for managing activities”  - “Four corners” activity to give effective instructions  - PPT about applying effective TT for their lessons  - applying “Mingle game” activity to consolidate all main ideas about Module 2 | - prepare 5 min group presentation of giving clear instructions  - each group makes one activity and their task is to give clear instruction and act in groups. |

**Action Plan Template WEEK 3**

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| Module -3 Effective question and answer | -Comprehend different types of questions used in TTs  - form beginner friendly questions  - practice basic question forms and answers with students in more comfortable and effective ways | - watch videos “Asking questions during listening tasks” , “Practicing WH-questions using information gap activities”  - practice types of questions using “Find someone who…” activity | - using graphic organizer to check comprehension of applying effective questions  - create one activity in small groups. Use effective questions in your activity. |

**Action Plan Template WEEK4**

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| Module 4  Checking comprehension and providing feedback | -Understand how to check students’ comprehension and increase students’ learning  -learn how to correct students’ errors using different feedback strategies  -understand how to give appropriate feedback depending on learning goals | - watch videos “ Whole class formative feedback”  - applying “Bingo” activity to monitor students and give collective feedback  - watch video “ Feedback strategies beyond error correction” | - create a list and describe how you would use these strategies with your learners  - “ Exit ticket” to collect feedback |

**Action Plan Template WEEK 5**

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| Module 5  Increasing classroom interaction | -Understand the importance of S-S interaction in a language classroom  -Learn how to use various interactive activities to promote effective interaction  -Demonstrate different communicative activities that are productive for English learners | - explore ideas for increasing classroom interaction by watching 3 videos  - “ Guiding the artist “ activity to promote SS communicative interactions  - read the text about community building activities through Jigsaw reading  - PPP about ideas for fun, active classroom activities | -Working in small group, create an activity that will generate communicative interactions among students and demonstrate it. Other groups use PQP to give feedback. |

**Action Plan Template WEEK 6**

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| Module 6  PTRA  Plan, Teach, Reflect, Adjust | -plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice in their classrooms  -develop an effective lesson plan for English learners that teaches language through meaningful context and promotes communicative interaction using engaging activities  -design effective lesson plans for English learners using the following steps: warm up, presentation, practice, application, and wrap up | - watch video “Writing good objectives”, “Sequencing activities”, “ Activating your effective teaching”  - giving an article about PTRA and do Jigsaw reading to understand 6 steps of effective lesson plan  - using “True or false” respond card to check their comprehension about 6 steps of efficient lesson plan | -Design a lesson plan in a group in which each group member creates one of the steps of lesson plan and presents it |

**Action Plan Template WEEK 7**

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| Module 7  Extending textbook activities | -analyze textbook lessons/activities and adapt content for appropriate and meaningful use to meet the learner needs and enhance classroom interactions  -use textbook, ancillary materials, and other relevant sources to develop an effective communicative lesson/activities appropriate for your learning environment | -watch 2 videos for extending textbook activities with communicative activities  - PPP about adapting materials for use in mixed ability classrooms  -giving a reading text and providing with guiding framework to adapt for weak and strong students | - Create an adapted textbook lesson/activity  Choose a lesson (or a part of a lesson) that you would like to adapt from your textbook. Describe your learner characteristics and teaching context. Which lesson/activity would you adapt and why? Present your newly adapted lesson/activity. Suggestions for activity adaptation:  Make it into a role play  Make it into a pair/group work  Make it into a team quiz  Simplify the language  Replace with a jigsaw reading  Use an information gap activity  Gallery walk, reflect, and comment  What else? What has worked for you in the past? |

**Action Plan Template WEEK 8**

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| Module 8  **Creating and Facilitating Visually Stimulating Tasks** | - understand the importance and positive effects of making learning visually stimulating for language learners  -identify visual tools that work best for your instructional context  -examine how visually stimulating tasks can lead learners through the critical thinking process  -discuss how a creating a visually stimulating task can be used to enhance a language activity (e.g., infographics, images, movie/video clips)  -create or reconstruct a language task to become a visually stimulating task | - watch 3 videos for creating and facilitating visually stimulating tasks  - using ‘Mind map” to write and link related ideas on a map  - applying the KWLQ chart as a pre and post formative assessment of students learning | -create or reconstruct a language task to become a visually stimulating task |

**Action Plan Template WEEK 9**

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| Module 9  **Facilitating Discussions and Debates** | - describe the benefits of communicative language teaching through discussions and debates and how to use them in the EFL classroom  -explore various cooperative learning and interactive language tasks and strategies that build language proficiency and a classroom discourse community  -develop higher order thinking questions that encourage critical thinking in the classroom  -design ways you plan to integrate and manage learning activities that support a communicative approach for language learning in your classroom | - watch 3 videos for facilitating discussions and debates  - provide a reading passage and to create HOT questions  - apply “Tower Build “ activity for stimulating discussions  - read the article and collect information through Jigsaw activity | - After reading “Critiquing Questions”, create a question bank with 3-5 question starters you can use in a discussion or debate activity.  -Create a list of debate topics that align with your curricula. Post a “Bucket of Prompts” in your portfolio. |

**Action Plan Template WEEK 10**

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| Module 10  **Managing Cooperative Activities** | -describe the purpose and benefits of project work and cooperative activities in the language classroom  -explore various ways to develop and present project work and cooperative activities to and for all students  -exchange ideas for project work and cooperative activities that work well for all learners  -develop project ideas and cooperative activities that can be modified for multiple units of study using checklists, rubrics, collaborative work guidelines/expectations | - Watch 2 videos for managing student project work and activities  - apply “Think, Pair, Share” to share ideas learned from videos  - read an article about difference between cooperation and collaboration and choose any activity from the article and demonstrate it in a group | - Create a new or adapt an existing cooperative activity or project using some of the ideas learned in so far this module.  - Exit ticket |

**Action Plan Six Principles**

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| **Week 11**  Overview of 6 Principles, Principle 1 Know your learners  Principle 2 Create conditions for language learning  Principle 3 Design high-quality language lessons | By the end of the lesson, participants will be informed what is 6 Principles and their role  By the end of the lesson, participants will be able to learn how to identify who is their learners  -By the end of the lesson, participants learn how to create suitable environment to learn a language  - By the end of the workshop, participants will be able to design high-quality language lessons, create lessons that student understand easily with interesting topics | The 6 Ps Overview Video <https://youtu.be/Azt9iC6qYsA>  **Activity 1:** While watching the 6 principles overview video, participants fill in their foldables the information about 6 principles and their objectives.  Principle 1 Video <https://youtu.be/iIx3k7AiW40>  Activity 2:   1. **Jigsaw Reading**   <https://docs.google.com/document/d/1nMs3gIeDKV03nOwlS5JZs5dd-53a7oOz/copy>   1. **Jigsaw Notetaker (use w/ Jigsaw Reading)**   <https://docs.google.com/document/d/1nrNHoKEDoxQazgfIFv3lAQTH5EyIqzDw/copy>   1. **Find Someone Who**   <https://docs.google.com/document/d/1qP71EUPRKX8eA9bBfg9xtQB3S4Tmw4so/copy>  **Principle 2. Suggested resources:**  Principle 2 Video <https://youtu.be/oDRozrTD1Q8>   1. **Personal Inventory**   [**https://docs.google.com/document/d/1jrN5mMPiREXh2CgNOZAvZ0zBgCTfWmRH/copy**](https://docs.google.com/document/d/1jrN5mMPiREXh2CgNOZAvZ0zBgCTfWmRH/copy)   1. **Response Cards**   [**https://docs.google.com/document/d/1s8PO-TzR0qcxUYVvLWKRszZ5OiyDD7\_d/copy**](https://docs.google.com/document/d/1s8PO-TzR0qcxUYVvLWKRszZ5OiyDD7_d/copy)  Principle 3 Video <https://youtu.be/2-CWwdrtKd4>   1. **Textbook Pages Sample**   <https://docs.google.com/document/d/1KFWBcT75QnKfh-euB2A-OW8xQnjJ-CIx/copy>   1. **3-2-1 Uzbekistan! (use w/textbook sample)**   [**https://docs.google.com/document/d/1PZdoAEYibVRHdpPmObhbfY1LZ126qAIH/copy**](https://docs.google.com/document/d/1PZdoAEYibVRHdpPmObhbfY1LZ126qAIH/copy)   1. **Response Cards**   [**https://docs.google.com/document/d/1s8PO-TzR0qcxUYVvLWKRszZ5OiyDD7\_d/copy**](https://docs.google.com/document/d/1s8PO-TzR0qcxUYVvLWKRszZ5OiyDD7_d/copy) | Participants work in small groups (4-5 people each):  1. Each group should make a presentation of one principle (Group 1-Principle1, Group2-Principle 2, Group-3 Principle 3). Each member of the groups should participate actively.  2.Each group creates and demonstrates one activity for the principle.  3. PQP feedback  4. The 6 Principles Activity Tracker  4. Reflection on 3 Principles (300-500 words) |
| **Week 12**  Principle 4 Adapt lesson delivery as needed Principle 5 Monitor and assess language development Principle 6 Engage and collaborate with a community of practice  Assessment | By the end of the lesson, participants adapt teaching how to use support for students  By the end of the workshop, participants will be able to give students who make mistakes positive and effective feedback through using various assessments to enhance learning after demonstrations from the trainer  By the end of the workshop, participants will be able to apply self-reflection and different types of professional development continually | Stimulate learning:   1. Facilitation Guide: 6 Ps Scavenger Hunt   <https://docs.google.com/document/d/1PwOH_fkSBjmsPSdBWcZhBDa9r9HCJFYT/copy>  The 6 Ps Overview Video <https://youtu.be/Azt9iC6qYsA>  1.While watching the 6 principles overview video, participants fill in their foldables the information about 6 principles and their objectives.    Principle 4 Video <https://youtu.be/CWR5MmJv-xw>  **Response Cards: True/False**  [**https://docs.google.com/document/d/1s8PO-TzR0qcxUYVvLWKRszZ5OiyDD7\_d/copy**](https://docs.google.com/document/d/1s8PO-TzR0qcxUYVvLWKRszZ5OiyDD7_d/copy)  Principle 5 Video <https://youtu.be/fTokuUOeuZU>  **Response Cards: Thumbs Up/Down**  [**https://docs.google.com/document/d/1s8PO-TzR0qcxUYVvLWKRszZ5OiyDD7\_d/copy**](https://docs.google.com/document/d/1s8PO-TzR0qcxUYVvLWKRszZ5OiyDD7_d/copy)  Principle 6 Video <https://youtu.be/xm6EHPni5dE>  **Response Cards: Agree/Disagree**  [**https://docs.google.com/document/d/1s8PO-TzR0qcxUYVvLWKRszZ5OiyDD7\_d/copy**](https://docs.google.com/document/d/1s8PO-TzR0qcxUYVvLWKRszZ5OiyDD7_d/copy)  **TESOL website:** [**www.tesol.org**](http://www.tesol.org/)  **TESOL Resource Center:** [**https://www.tesol.org/connect/tesol-resource-center**](https://www.tesol.org/connect/tesol-resource-center) | **Facilitation Guide: Around the Clock**  [**https://docs.google.com/document/d/1MGVYd8klC\_6TlqxxQn610IzLlPbiNgoV/copy**](https://docs.google.com/document/d/1MGVYd8klC_6TlqxxQn610IzLlPbiNgoV/copy)  Participants work in small groups (4-5 people each):  1. Each group should make a presentation of one principle (Group 1-Principle4, Group2-Principle 5, Group-3 Principle 6). Each member of the groups should participate actively.  2.Each group creates and demonstrates one activity for the principle.  3. PQP feedback  4. The 6 Principles Activity Tracker  4. Reflection on 3 Principles (300-500 words) |